

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	<p>Performing: Singing and repeating rhythms. Explore start and stop in music.</p> <p>Sing from memory simple nursery rhymes.</p> <p>Review/ evaluate: Thought question: Did we start at the same time? Did we stop together.</p> <p>Listening: Move to music which explores fast and slow.</p>	<p>Compose: Use repeated patterns (clapped or played on percussion instruments)</p> <p>Clap/repeat rhythms form memory.</p> <p>Make up short rhythm compositions thinking about long and short sounds.</p> <p>Listening: Identify in pieces where notes go high and low. Notice through movement, where the pulse of music (tempo) has changed.</p>	<p>Perform: Use classroom percussion to produce different timbres. Use percussion instruments to accompany singing or a poem- class composition.</p> <p>Listening: Listen to a range of nursery rhymes and sing along in unison.</p>	<p>Compose: Colour compositions – whole class. Explore pitched instruments including chimes, voice and recorders. Create sound pieces to reflect a picture or mood as a class. Perform compositions as a class</p> <p>Evaluate: Did we make the best sounds we could on our instruments? How could we control our instruments better?</p> <p>How could we put our pieces together – what order should we all play? What words or signs might help us to play at the correct time?</p>	<p>Perform: Sing simple songs in unison without a performance track to help us. Sing in tune and from memory.</p> <p>Listening: Follow the shape of melodies using pointy fingers.</p> <p>Change from high to low pitch on a tuned instrument, following direction from teacher.</p>	<p>Compose: Use graphics to create a way of playing musical ideas.</p>
Year 1	<p>Composing: Use instruments sounds to create a soundscape piece. Explore loud and soft.</p> <p>Explore controlling the instrument. Use visual symbols for start and stop and get the children to use these for the class to follow.</p> <p>Listening: Listen and move to music-</p>	<p>Performing: Sing in unison.</p> <p>Sing in time and tune with others.</p> <p>Learn songs from memory.</p>	<p>Composing: Use rhythm patterns to create compositions in two layers. Devise drawn scores to tell players when to start and stop.</p>	<p>Performing: singing in rounds.</p> <p>Explore tempo changes (get slower or faster) and pitch changes (changing the starting note).</p> <p>Listening: Baroque music: Pachelbel's canon. Bach's fugues. Children's rounds.</p>	<p>Performing element: How to play a musical instrument.</p> <p>Teach chd how to play the chimes properly. Simple scale tunes.</p> <p>Explore long and short notes</p>	<p>Composing: Use pentatonic scales to create "poem" pieces. (simple five note sequence in Cmajor: CDEGA- use the chime bars to listen to how the notes sound.</p> <p>Use ipads to record/video chd performing and to evaluate and review after tasks are completed.</p>

	explore sad and happy music.					Performing: More complex rounds singing.
Possible ideas	Prokofiev's Peter & the Wolf.	Christmas performance / Christmas songs				
Year 2	Composing: Pentatonic scales. Dragon scales- thinking about elements of tempo, texture and timbres (selection of instruments needed). Listening: Chinese dance music. Chinese Zither music	Performing: Unison singing in smaller and larger groups. (Building stamina in performance). Review and evaluate: Sing without the performance track: Did we sing in time, tune? Were our words clear?	Composing: Use raga scales to compose. Listening: Sitar music	Performing: Call and response songs.	Composing: African drumming – whole class compositions.	Performing: (Harmony) Hand chimes as a bass line: Learning to perform using a different instrument. Producing bass line harmonies for accompaniment. Improvise melodies to fit with simple bass lines.
Possible ideas						
Year 3	Composing: Digital music: Use garage band to create simple sequenced pieces: Terms: beat, rhythm, tempo, meter, layers. Review: Did our layers sound cohesive. How could we make them better? Listening: Elements of music- short pieces of	Performing: Singing – increasing stamina. Phrase endings and emotion through performance. Review/ evaluate: Are we in time? Are we in tune? Are we holding our notes to the end of the phrase? Are we standing correctly?	Composing: Create poem pieces – use percussion, both tuned and untuned, to create pieces to accompany the telling of poems (performance poetry) Annotate scores- graphic and notated Add expression marks: tempo, dynamics, pause marks, staccato and legato.	Performing: Recorders: Reading standard notation. The first 6 notes: Use recorder magic (on screen) to teach the first 6 notes. Teach treble clef standard notation. Listening to music: Classical period music: When was this music around?	Composing: Annotate scores – use digital media (garage band) to create music using a preloaded beat string and add percussion.	Performing: standard notation- through recorders- continue to build on skills learnt in Spring term. Listening to music: CONTD: Classical period music: When was this music around? What do we expect to hear? Who wrote music at this time?

	<p>music which look at Tempo changes Keys – Major or minor (Happy or sad). Dynamics-Loud and soft.</p> <p>How music makes us feel. Composer: Saen Saints Carnival of the Animals.</p>			<p>What do we expect to hear? Who wrote music at this time? Listening to: - Mozart - Handel - Bach</p> <p>Identify features of classical music within pieces.</p>		<p>Listening to: - Mozart - Handel - Bach</p> <p>Identify features of classical music within pieces.</p>
Possible ideas						
Year 4	<p>Performing: singing Unison and two-part. Following notation using scores: not teaching standard notation but how to follow the path of the notes (up and down in steps or jumps)</p>	<p>Composing: creating melodies in Fmajor and Cmajor. CDEFGABC is Cmajor scale (all 'white notes' – no sharps or flats – start and end on C); FGABbCDEF is Fmajor scale (one 'black note': Bflat).</p> <p>Reading notation: standard notation A-G (treble clef specific).</p> <p>Listening: Waltz (3/4 time) Strauss – Blue Danube Waltz Oom pah pah (from Oliver!).</p>	<p>Performing: Singing in groups, keeping tempo. Perform in two parts- chords and melody. Adding harmony parts.</p> <p>Review and evaluate as this unit progresses</p>	<p>Composing: Melodies using motifs (Ala Beethoven – da da da da). Put chords over given bass lines or write a bass line.</p> <p>Listening: Early Romantic period music: What is the romantic period? What are the features of romantic music? Who composed during this time? Beethoven- symphonies Chopin- piano music Schumann – songs</p>	<p>Composing: Garage Band raps Create sequencing using compositional sequence – own data, not pre-loaded.</p> <p>Sequence pre-loaded: suitable raps and spoken songs.</p>	<p>Performing: Performance techniques – songs for the production.</p> <p>Listening: Songs connected to the KS2 summer production.</p>

Possible ideas						
Year 5	<p>Digital performance and composition: Garage band - creating scores. Textures and harmony. Creating fusion pieces exploring two different styles of music together.</p> <p>Listening: fusion and disco. Beatles fusion of styles Western club and Indian – Four Tet Fusion Jazz.</p>	<p>Performance: Whole class: Hand chimes, recorders and voices Reading chime notation. Tempo Pitch Ensemble performance Melody Counter melody.</p>	<p>Composition: Writing lyrics and melody in song form.</p> <p>Meter, duration, tonality, tempo, harmony and structure.</p> <p>Use a given backing track to explore song writing on the theme of conservation and saving water.</p>	<p>Performance: Whole class: Steel drums. Melody Bass line Note durations Tempo Performing in a group. Listening: Late Romantic period What are the features of music of this time? What instrumental developments allowed music to change? Who wrote music during this period? Composers: Tchaikovsky – Ballet music. Mahler – symphonies Jean Sibelius- Belshazzer’s suite. Edvard Grieg- Peer Gynt</p>	<p>Composition: Whole class/ small groups using steel drums and ukuleles to create compositions. Create scores.</p> <p>Review and evaluate: Did our ideas work? Why/how What went well? What went badly? What do we need to change?</p>	<p>Performance: Singing in unison, harmony and rounds – linked to public performance. Phrases, emotion, solo singing and chorus singing. Listening: Late Romantic period What are the features of music of this time? What instrumental developments allowed music to change? Who wrote music during this period? Composers: Tchaikovsky – Ballet music. Mahler – symphonies Jean Sibelius- Belshazzer’s suite. Edvard Grieg- Peer Gynt</p>
Possible ideas						
Year 6	<p>Performing and composing: Rhythm and layers of sound (texture) Complex building of rhythms inc: combinations of quavers, semi-quavers</p>	<p>Performing and composing: Whole class group unison singing: Xmas songs + DARE. Harmony parts – two-part singing (rounds and multiple songs)</p>	<p>Performing and composing: Whole class rhythm compositions (look at Garage Band) – use percussion. Multiple layers, explore tempo,</p>	<p>Performing and composing: Group performance- chords (rhythm and patterns) Melody (tempo and pitch. Ensemble playing in time and together.</p>	<p>Performing and composing: Group performance- chords (rhythm and patterns) Melody (tempo and pitch. Ensemble playing in time and together.</p>	<p>Performing: harmony in groups. Solo singing. Performing in a variety of tempi and textures. Performance in different keys, including a range of sharp and flat keys.</p>

	<p>and rests. – through drumming. Reading notation</p> <p>Samba and African drumming compositions – djembe. Tempo and texture.</p> <p>Listening: World music period: What are the features of this music? Put the period on the timeline. Who composed music in the period? Why did they become nationalists? Composers: Antonin Dvorak-New World Symphony. Ralph Vaughan Williams-fantasia on Greensleeves English Folk song suite. Smetena- My country (Vltava- the Moldau) <i>Z českých luhů a hájů (From Bohemia's Meadows and Forests)</i></p>	<p>Whole class rhythm compositions – percussion. Reading standard notation. (teaching point)</p>	<p>texture, duration and timbre changes.</p> <p>Listening: Music of the nationalistic period: What are the features of this music? Put the period on the timeline. Who composed music in the period? Why did they become nationalists? Composers: Antonin Dvorak-New World Symphony. Ralph Vaughan Williams-fantasia on Greensleeves English Folk song suite. Smetena- My country (Vltava- the Moldau) <i>Z českých luhů a hájů (From Bohemia's Meadows and Forests)</i></p>	<p>Ensemble – thinking about dynamics Reading notation – simple keys up to 2 sharps and 2 flats. Major keys.</p>	<p>Ensemble – thinking about dynamics Reading notation. Composition using notation and understanding of simple key systems inc: Cmaj-Aminor Fmajor – Dminor</p> <p>Listening: to support the idea of key, tonality and structure.</p>	<p>Music with modulations to include relative major to minor. Listening: to support the idea of key, tonality and structure.</p>
Possible ideas			Add words (e.g. 'Our school is great') to sing to a tune.			

Music curriculum.

'Schools should provide children with a broad Music Education, which includes performing, composing, listening, reviewing and evaluating.'